

THE INFLUENCE OF CLASS PARTICIPATION AND PARENTING STYLE ON THE ACADEMIC PERFORMANCE OF ACCOUNTING STUDENTS

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Abstract

This study aims to determine the effect of class participation and parenting style on the academic achievement of accounting and accounting education students of the Faculty of Economics, the State University of Medan. One hundred forty-two respondents were generated from a total population of 229 students. Data analysis techniques include descriptive statistics followed by the multiple regression analysis. The results showed that: 1) The significant value of the class participation variable is $0.203 > 0.05$; thus, the class participation hypothesis rejected, meaning that there was no influence between class participation on academic achievement. 2) The significant value of the parenting variable is $0.014 < 0.05$, confirming the hypothesis that there is an influence between parenting parents on academic achievement. 3) A significant value of $0.032 < 0.05$, then according to the basis of decision making in the F test, it can be concluded that the hypothesis is accepted, indicating class participation and parenting style influence on accounting students' academic achievement. 4) From the results of the two independent variables, which are the dominant variables affecting academic achievement is the class participation variable evidenced by the highest regression coefficient, which is 0.203 compared to the regression coefficient of the other variables.

Keywords: Parent Participation; Parenting Parents; Academic Achievement.

1. INTRODUCTION

The role of education is a shared responsibility between community parents and the government. Munib (in Laksono, 2009) states that there are some fundamental conceptions of education, namely: 1) that education lasts for life (long life education), 2) that educational responsibility is a shared responsibility between family, community and government, and 3) for humans, education is a must, because human education will have the ability and personality to develop. Dahlan (in Laksono, 2009) states that accounting is a part of economics that deals with the ins and outs of bookkeeping that occur in an agency or company. Accounting is a subject that needs more understanding, from the first subject to the end of which are interrelated. Accounting is one of the subjects that require high concentration, accuracy, and skills because most accounting material is in the form of calculations. Many students assume that accounting lessons are very complicated and difficult to understand. In accounting lessons, students are challenged with cognitive and psychomotor abilities. In addition to understanding accounting concepts, students must practice solving many questions related to the given subjects. The challenge in solving problems related to accounting subjects will affect students' learning achievement in accounting lessons. In the world of education, learning achievement is an essential thing and is often used as the main topic of discussion and problems regarding the educational evaluation process. Thus, learning achievement can reflect the ability of students to learn a lesson.

This research uses the theory of Constructivism, where this theory has the notion that knowledge is the result of the construction (formation) of humans themselves. According to Hen & Newell (in Christensen et al., 2019) "constructivism focuses on the transfer of traditional teacher learning to the paradigm of student knowledge transfer with students as active agents in the learning process." In the theory of constructivism, knowledge cannot be transferred from lecturer to student so students must actively participate in learning.

Furthermore, there is also the role of parents in supporting their children's academic achievement. The role of the parents indicates participation in realizing quality education. Kartini (in Putri, 2010) there are several ways that parents can take in order to participate in improving their children's academic achievement in learning in the form of 1) providing learning facilities, 2) supervising children's learning activities at home, 3) supervising the use of study time at home, 4) recognize the difficulties of children in learning, 5) help children in learning difficulties.

Academic achievement or learning achievement is learning outcomes obtained from learning activities in schools or in universities that are cognitive and are usually determined through measurement and assessment. In addition, the

participation of all family members is needed to provide encouragement to the activity of learning, so that the desire of children to improve their academic achievement increases. The family has a significant role in fostering and shaping the personality of children while children often deal with their peers outside the home; the influence imposed by family members is not small.

2. LITERATURE REVIEW

Academic achievement

According to S. Nasution (in Supriyo, 2015), learning achievement is perfection achieved by someone in thinking, feeling, and doing. Learning achievement is said to be perfect if it fulfills three aspects, namely: cognitive, affective, and psychomotor; on the contrary, it is said that achievement is less satisfactory if someone has not been able to meet the three criteria. Suparto further (2016) explained that in general, learning achievement is shown in the form of numbers or letters high and low shows the ability of individuals to receive all the lessons that have been given. "Student learning achievement is the result of an assessment of learning activities that have been carried out as a form of final formulation given by the lecturer to assess the ability of students in the form of numbers, symbols, letters and sentences that reflect the results achieved by students" (Yulianto and Khafid, 2016). With the achievement, students theoretically will have more knowledge about what and how the teaching profession is in reality so that students who have extensive knowledge and master learning material will mature to become professional teachers. Student achievement can be seen from the learning achievement index (GPA). From the above statement, it can be concluded that Academic Achievement is the result of assessment as a form of the final formulation given by the lecturer in the form of numbers or letters high and low indicates the ability of individuals to receive all the lessons that have been given.

Class Participation

Keith Davis (in Chozaipah, 2018) states that participation is the mental and emotional involvement of a person in a group situation that encourages him to contribute to the group to achieve goals and responsibilities towards the business concerned. In learning, participation is needed in the learning process because students are not only listeners when lecturers teach, but their participation in the learning process must be demonstrated. According to Mc Keachine (in Chozaipah, 2018), "Individuals are learning people who always want to know." The greater the participation, the higher the student's curiosity in the subject. The critical role of a lecturer is to foster a sense of participation from students in teaching and learning activities. If student participation is getting better, then the lecturer will quickly find out the difficulties faced by students and find the best way to give back understanding of subjects that are difficult to understand.

Conversely, if students do not participate in learning, the lecturer will have difficulty in knowing the learning difficulties faced by their students. Extensive student participation will create an atmosphere of openness between lecturers and students so that learning difficulties faced by students can be overcome quickly and accurately. Based on the opinion of the experts it can be concluded that participation is the mental and emotional involvement of a person in a group situation which encourages him to contribute to the group in an effort to achieve goals and responsibilities towards the business concerned because of the amount of curiosity about certain things.

Parenting Style

Parenting consists of two words: parenting and parenting. According to the Big Indonesian Dictionary (2008) that "Patterns are models, systems, or ways of working." Fostering is caring for, caring for, educating, guiding, helping, training, and so on (Big Indonesian Dictionary, 2008). While the meaning of parents according to Nasution and Nurhalijah (in Agustawati, 2004), "Parents are every person who is responsible for a family or household chores which in daily life are referred to as father and mother." Gunarsa (in Agustawati, 2004) argues that "Parenting is nothing but the method or method chosen by educators in educating their children, which includes how educators treat their students."

3. RESEARCH METHOD

This research was conducted at the Faculty of Economics, Medan State University in Medan, Indonesia, during the even semester of year 2018/2019. The population of this study was all students of the Accounting and Education Study Program 2016 to see the effect of parental participation and parenting on academic achievement of different majors in accounting material. The number of students in the 2016 Accounting Education Program is 229 students, and we distributed the questionnaires to a total sample of 142 students. Data collection techniques using the documentation method is a way to find data relating to variables from books, notes, transcripts, newspapers, magazines, inscriptions, minutes of meetings, leggers, agendas, and others. Regression analysis is used to determine the effect of class participation and parenting parents on academic achievement. Also, regression analysis is used to test the truth of the hypothesis proposed in this study.

4. RESULT AND DISCUSSION

This research discusses three variables consisting of two independent variables and one dependent variable. The independent variables are class participation and parenting style, while the dependent variable is academic achievement. The population of this research is Accounting and Education Accounting 2016 students. Data obtained from the score of statement items on each variable are tabulated and analyzed using descriptive analysis, while for testing classical assumptions are analyzed with the help of computers using statistical programs (SPSS). The t-test is an individual partial regression coefficient test, which is used to determine whether the independent variable (X1) individually influences the dependent variable (Y).

Hypothesis 1

Ho1: There is no influence of class participation on academic achievement.

Ha1: There is an influence of class participation on academic achievement.

Hypothesis 2

Ho2: There is no influence of parenting parents on academic achievement.

Ha2: There is an influence of parenting parents on academic achievement.

Ho is accepted or Ha rejected if the significance value is greater than 0.05 ($p > 0.05$), meaning that there is no influence between class participation with academic achievement in Accounting and Accounting Education 2016. Ho is rejected or Ha is accepted if the value the significance of the count is less than 0.05 ($p < 0.05$), meaning that there is an influence of class participation with the academic achievement of Accounting and Education Accounting students in 2016.

Table 1. *Class Participation Regression Results and Parenting Parents Against Academic Achievement*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,479	,301		11,543	,000
1 x1	,113	,088	,107	1,280	,203
x2	-,121	,048	-,210	-2,500	,014

a. Dependent Variable: y

Based on the table above it can be seen that:

1) the significant value of the class participation (X1) is $0.203 > 0.05$, thus the class participation hypothesis rejects Ha and accepts Ho, meaning that there is no influence between class participation on academic achievement. This is not in line with the research of Precourt and Gainor (2018) entitled "Factors Affecting Classroom Participation and How to Participate Leads to A Better Learning".

2) the significant value of the parenting style (X2) of $0.014 < 0.05$ then the class participation hypothesis rejects Ho and accepts Ha, meaning that there is an influence of parenting style on academic achievement. This is in line with the study of Singh et al. (2016).

a. F test

The F test is a test of the significance of the equation used to find out the strength of influence of the independent variables (X1 and X2) together on the dependent variable (Y), namely academic achievement.

Hypothesis 3

Ho: Class participation and parenting style have no influence on the academic achievement simultaneously.

Ha: Class participation and parenting style influence on the academic achievement simultaneously

If Sig > 0.05 , Ho is accepted

If Sig < 0.05 then Ho is rejected

Or

F arithmetic $< F$ table then Ho is accepted

F arithmetic $> F$ table then Ho is rejected

Tabel 2. Class Participation Regression Results and Parenting Parents Against Academic Achievement.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,443	2	,222	3,515	,032 ^b
	Residual	8,766	139	,063		
	Total	9,209	141			

a. Dependent Variable: y

b. Predictors: (Constant), x2, x1

Based on the SPSS output table above, a significant value of 0.032 is known. Because of the significant value of 0.032 < 0.05, according to the basis of decision making in the F test, it can be concluded that the hypothesis is accepted or, in other words, class participation and parenting patterns simultaneously affect academic achievement. From the results of the two independent variables, which are the dominant variables affecting academic achievement is the class participation variable evidenced by the most significant regression coefficient value, which is 0.203 compared to the regression coefficients of the other variables. R Square value of 0.048 which indicates that academic achievement is influenced by variables of classroom participation and parenting by 4.8%, the remaining 95.2% is influenced by other variables not examined in this study.

5. CONCLUSION

The result of the study confirms the Constructivism theory (Piaget, 1977 and Kelly, 1991) highlighting the influence of class participation and parenting style on student's performance. The analysis also in-line with Precourt and Gainor (2018) study's indicating positive associations among class participation, parenting style and academic performance of university students pursuing degree in accounting major. Thus, it is pivotal for university and stakeholders to set a proper ecosystem in improving students' involvement supported by a strong parenting style towards elevating the academic achievement of Accounting Students.

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